Why does education pay off? Relations between institutional context and the mechanisms by which education pays off in the labor market

Bol, T.

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APPENDICES
## APPENDIX A: RAW DATA OF THE TRACKING AND VOCATIONAL ORIENTATION INDICATORS

### APPENDIX A1: RAW DATA OF TRACKING

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**Source**

- Brunello and Checchi 2007: 799
- OECD 2005a: 400; OECD 2006a: 162
- OECD 2005a: 400; OECD 2006a: 162
- Factor analysis of column 2, 3, and 4
## Appendix A2: Raw data of the vocational orientation

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**Source**

- OECD 2006a: 281
- UNESCO Online database
- Factor analysis of column 2 and 3
- OECD 2007a: 277

* Data from Indonesia, Jordan, Malta, Philippines, Thailand, Tunisia and Uruguay is based on OECD (2005a: 268), Estonia is based on OECD (2007a: 277), Canada is based on OECD (2009: 304), Cyprus and Latvia is based on Eurydice (2005a: 40).

** Own calculations based on UNESCO data of total and vocational enrolment in upper secondary education. If data for 2006 was not available the closest year was chosen instead.

*** Data from New Zealand, Thailand, Tunisia and Uruguay is based on OECD (2005a: 268), Greece and the USA is based on OECD (2006a: 289), Estonia is based on OECD (2008a: 331), Moldova and the UK is based on OECD (2009: 304).
## Appendix B: Standard Errors of Effect Sizes That Are Used as Sampling Weights

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**Source.** Author’s calculations using the International Social Survey Program data from 2008 (years of education on ISEI) and the European Social Survey of 2008 (social origin on years of education).
## Appendix C: Control Variables Used in Chapter 2

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**NOTE.** – All sources can be found in Chapter 3.
## Appendix D: Country Level Indicators Used in the Analysis for Chapter 3

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<th>Country</th>
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**Source.** – Author’s calculations using official data from the OECD (2004), Cazes and Nesporova (2004), and Visser (2011). See Appendix A for more information on the indicators of educational systems.

**Note.** – The countries in italics are not used for the supplementary analyses with older European Social Survey data (Appendix E).
## Appendix E: Chapter 3 random intercept models (ESS 2006 only)

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### Why does education pay off?

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<td>(\sigma^2 u) (countries)</td>
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<td>(\sigma^2 e)</td>
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<td>N (individuals)</td>
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**NOTE.** – Dependent variable is ISEI. Standard errors are listed in brackets under coefficients.

* p<0.10, ** p<0.05, *** p<0.01
### Appendix F: Replication of Chapter 5 Analyses with EU-SILC Data

#### Appendix F1: Random Intercept Models for Absolute Educational Position with the Natural Logarithm of Gross Earnings as Dependent Variable (EU-SILC 2009)

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<th>Model 3</th>
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#### Country-graduation cohort

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<th>% Tertiary enrollment</th>
<th>1.003*** (0.207)</th>
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<td>Growth in GDP per capita</td>
<td>0.084** (0.036)</td>
</tr>
<tr>
<td>Number of patents per million persons</td>
<td>0.288*** (0.015)</td>
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<tr>
<td>% employed in secondary sector</td>
<td>-2.303*** (0.156)</td>
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#### Cross-level interactions

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<tr>
<th>% Tertiary enrollment * Years of education</th>
<th>-0.116*** (0.008)</th>
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<tr>
<td>Growth in GDP * Years of education</td>
<td>-0.004** (0.002)</td>
</tr>
<tr>
<td>Patents * Years of education</td>
<td>-0.017*** (0.001)</td>
</tr>
<tr>
<td>% secondary sector * Years of education</td>
<td>0.146*** (0.008)</td>
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<table>
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<th>Constant</th>
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<th>8.016*** (0.023)</th>
<th>7.992*** (0.044)</th>
<th>8.612*** (0.070)</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \sigma^2 u ) (graduation cohort)</td>
<td>0.012*** (0.001)</td>
<td>0.003*** (0.000)</td>
<td>0.003*** (0.000)</td>
<td>0.007*** (0.000)</td>
</tr>
<tr>
<td>( \sigma^2 e )</td>
<td>0.448*** (0.001)</td>
<td>0.313*** (0.001)</td>
<td>0.312*** (0.001)</td>
<td>0.311*** (0.001)</td>
</tr>
<tr>
<td>ICC (graduation cohort)</td>
<td>0.026</td>
<td>0.010</td>
<td>0.010</td>
<td>0.009</td>
</tr>
<tr>
<td>-2LL</td>
<td>223,322</td>
<td>183,696</td>
<td>183,490</td>
<td>183,387</td>
</tr>
<tr>
<td>N (graduation cohort)</td>
<td>433</td>
<td>433</td>
<td>433</td>
<td>433</td>
</tr>
<tr>
<td>N (individuals)</td>
<td>109,330</td>
<td>109,330</td>
<td>109,330</td>
<td>109,330</td>
</tr>
</tbody>
</table>

**Source:** Author’s calculations using EU-SILC 2009.

**Note:** Standard errors in brackets. These results in model 1, 2 and 3 are controlled for gender, marital status, normal hours in a working week, experience, and experience squared.

* p<0.10, ** p<0.05, *** p<0.01
### Why does education pay off?

#### Appendix F2: Random intercept models for relative educational position with the natural logarithm of gross earnings as dependent variable (EU-SILC 2009)

<table>
<thead>
<tr>
<th>Individual level</th>
<th>Model 0</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country dummies</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Years of education</td>
<td>0.720***</td>
<td>0.679***</td>
<td>0.445***</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.006)</td>
<td>(0.014)</td>
<td>(0.046)</td>
<td></td>
</tr>
</tbody>
</table>

**Country-graduation cohort**

<table>
<thead>
<tr>
<th></th>
<th>Model 0</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Tertiary enrollment</td>
<td></td>
<td>-0.416**</td>
<td>-0.368**</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.157)</td>
<td>(0.160)</td>
<td></td>
</tr>
<tr>
<td>Growth in GDP per capita</td>
<td></td>
<td>0.041**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.020)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of patents per million persons</td>
<td></td>
<td>0.078***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% employed in secondary sector</td>
<td></td>
<td>-0.347***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.102)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cross-level interactions**

<table>
<thead>
<tr>
<th></th>
<th>Model 0</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Tertiary enrollment * Years of education</td>
<td></td>
<td>0.369***</td>
<td>0.427***</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.115)</td>
<td>(0.143)</td>
<td></td>
</tr>
<tr>
<td>Growth in GDP * Years of education</td>
<td></td>
<td>-0.040</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.029)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patents * Years of education</td>
<td></td>
<td>-0.190***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% secondary sector * Years of education</td>
<td></td>
<td>1.024***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.108)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Model 0</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>10.126***</td>
<td>8.602***</td>
<td>8.674***</td>
<td>8.729***</td>
</tr>
<tr>
<td></td>
<td>(0.027)</td>
<td>(0.020)</td>
<td>(0.038)</td>
<td>(0.049)</td>
</tr>
</tbody>
</table>

| σ²u (graduation cohort) | 0.012*** | 0.002*** | 0.002*** | 0.002*** |
|                        | (0.001) | (0.000) | (0.000) | (0.000) |

| σ²e                  | 0.448*** | 0.309*** | 0.309*** | 0.309*** |
|                      | (0.001) | (0.001) | (0.001) | (0.001) |

| ICC (graduation cohort) | 0.011 | 0.013 | 0.012 | 0.012 |
|                        | (0.001) | (0.001) | (0.001) | (0.001) |
| -2LL                  | 223,322 | 182,376 | 182,362 | 182,287 |
| N (graduation cohort)  | 433 | 433 | 433 | 433 |
| N (individuals)       | 109,330 | 109,330 | 109,330 | 109,330 |

**Source.** – Author’s calculations using EU-SILC 2009.

**Note.** – Standard errors in brackets. These results in model 1, 2 and 3 are controlled for gender, marital status, normal hours in a working week, experience, and experience squared.

* p<0.10, ** p<0.05, *** p<0.01
### APPENDIX G: MEAN COHORT DATA BY COUNTRY

<table>
<thead>
<tr>
<th>Country</th>
<th>% Tertiary enrollment</th>
<th>Growth in GDP per capita</th>
<th>Number of patents per million persons</th>
<th>% employed in secondary sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>0.072</td>
<td>0.158</td>
<td>1.145</td>
<td>0.337</td>
</tr>
<tr>
<td>Austria</td>
<td>0.079</td>
<td>0.223</td>
<td>1.199</td>
<td>0.388</td>
</tr>
<tr>
<td>Belgium</td>
<td>0.109</td>
<td>0.154</td>
<td>0.716</td>
<td>0.337</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>0.089</td>
<td>0.001</td>
<td>0.168</td>
<td>0.362</td>
</tr>
<tr>
<td>Canada</td>
<td>0.120</td>
<td>0.151</td>
<td>1.189</td>
<td>0.277</td>
</tr>
<tr>
<td>Cyprus</td>
<td>0.029</td>
<td>0.178</td>
<td>0.073</td>
<td>0.286</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>0.061</td>
<td>0.162</td>
<td>0.555</td>
<td>0.457</td>
</tr>
<tr>
<td>Denmark</td>
<td>0.113</td>
<td>0.171</td>
<td>1.026</td>
<td>0.293</td>
</tr>
<tr>
<td>Finland</td>
<td>0.126</td>
<td>0.176</td>
<td>0.832</td>
<td>0.318</td>
</tr>
<tr>
<td>France</td>
<td>0.108</td>
<td>0.153</td>
<td>0.541</td>
<td>0.329</td>
</tr>
<tr>
<td>Germany</td>
<td>0.068</td>
<td>0.188</td>
<td>3.593</td>
<td>0.509</td>
</tr>
<tr>
<td>Hungary</td>
<td>0.052</td>
<td>0.127</td>
<td>0.299</td>
<td>0.389</td>
</tr>
<tr>
<td>Ireland</td>
<td>0.067</td>
<td>0.192</td>
<td>0.652</td>
<td>0.276</td>
</tr>
<tr>
<td>Israel</td>
<td>0.101</td>
<td>0.178</td>
<td>0.762</td>
<td>0.307</td>
</tr>
<tr>
<td>Italy</td>
<td>0.066</td>
<td>0.165</td>
<td>0.429</td>
<td>0.383</td>
</tr>
<tr>
<td>Japan</td>
<td>0.089</td>
<td>0.251</td>
<td>1.569</td>
<td>0.328</td>
</tr>
<tr>
<td>Latvia</td>
<td>0.091</td>
<td>0.177</td>
<td>0.415</td>
<td>0.270</td>
</tr>
<tr>
<td>Netherlands</td>
<td>0.107</td>
<td>0.174</td>
<td>0.769</td>
<td>0.323</td>
</tr>
<tr>
<td>New Zealand</td>
<td>0.070</td>
<td>0.145</td>
<td>1.214</td>
<td>0.328</td>
</tr>
<tr>
<td>Norway</td>
<td>0.080</td>
<td>0.182</td>
<td>1.193</td>
<td>0.308</td>
</tr>
<tr>
<td>Poland</td>
<td>0.066</td>
<td>0.127</td>
<td>0.187</td>
<td>0.347</td>
</tr>
<tr>
<td>Portugal</td>
<td>0.058</td>
<td>0.181</td>
<td>0.168</td>
<td>0.323</td>
</tr>
<tr>
<td>Russia</td>
<td>0.103</td>
<td>0.111</td>
<td>0.373</td>
<td>0.281</td>
</tr>
<tr>
<td>Slovakia</td>
<td>0.063</td>
<td>0.150</td>
<td>0.589</td>
<td>0.462</td>
</tr>
<tr>
<td>Slovenia</td>
<td>0.090</td>
<td>0.219</td>
<td>0.171</td>
<td>0.227</td>
</tr>
<tr>
<td>Spain</td>
<td>0.107</td>
<td>0.190</td>
<td>0.213</td>
<td>0.332</td>
</tr>
<tr>
<td>Sweden</td>
<td>0.105</td>
<td>0.149</td>
<td>1.371</td>
<td>0.342</td>
</tr>
<tr>
<td>Switzerland</td>
<td>0.075</td>
<td>0.169</td>
<td>1.921</td>
<td>0.372</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>0.077</td>
<td>0.159</td>
<td>0.793</td>
<td>0.375</td>
</tr>
<tr>
<td>United States</td>
<td>0.164</td>
<td>0.137</td>
<td>0.513</td>
<td>0.288</td>
</tr>
</tbody>
</table>

NOTE. – The shown country averages are calculated by giving each graduation cohort equal weight.
## Appendix H: Overview of Occupational Skills Controls

<table>
<thead>
<tr>
<th>Physical ability</th>
<th>United Kingdom</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical strength</strong>&lt;br&gt;1) How important is... (0=not at all important, 1=not very important, 2=fairly important, 3=very important, 4= essential)&lt;br&gt;2) How often appear the following condition to you (0= never, 1= rarely, 2=sometimes, 3= frequently)&lt;br&gt;1) Physical strength (for example, to carry, push or pull heavy objects).&lt;br&gt;2) Physical stamina (to work for long periods on physical activities).</td>
<td>Eigenvalue: 1.38&lt;br&gt;Cronbach’s α: 0.86</td>
<td>Eigenvalue: 1.33&lt;br&gt;Cronbach’s α: 0.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical skills</th>
<th>United Kingdom</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill or accuracy in using your hands or fingers</strong>&lt;br&gt;1) How important is... (0=not at all important, 1=not very important, 2=fairly important, 3=very important, 4= essential)&lt;br&gt;2) How often does the following task appear in your job? (0=never, 1=sometimes, 2=often)&lt;br&gt;1) Skill or accuracy in using your hands or fingers (for example to mend, repair, assemble, construct or adjust things).&lt;br&gt;2) Knowledge of how to use or operate tools, equipment or machinery.</td>
<td>Eigenvalue: 0.94&lt;br&gt;Cronbach’s α: 0.74</td>
<td>Eigenvalue: 1.20&lt;br&gt;Cronbach’s α: 0.70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction skills</th>
<th>United Kingdom</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dealing with people.</strong>&lt;br&gt;1) How important is... (0=not at all important, 1=not very important, 2=fairly important, 3=very important, 4= essential)&lt;br&gt;2) How often does the following job characteristics appear in your job? (0=never, 1=sometimes, 2=often)&lt;br&gt;1) Dealing with people.&lt;br&gt;2) Instructing, training or teaching people, individually or in groups.&lt;br&gt;3) Persuading or influencing others.&lt;br&gt;4) Counselling, advising or caring for customers or clients.&lt;br&gt;5) Listening carefully to colleagues.&lt;br&gt;6) Working with a team of people.</td>
<td>Eigenvalue: 2.10&lt;br&gt;Cronbach’s α: 0.72</td>
<td>Eigenvalue: 1.19&lt;br&gt;Cronbach’s α: 0.61</td>
</tr>
</tbody>
</table>
### APPENDICES

#### APPENDIX H CONTINUED

<table>
<thead>
<tr>
<th>Presentation skills</th>
<th>How important is... (0=not at all important, 1=not very important, 2=fairly important, 3=very important, 4=essential)</th>
<th>Do you require the following skills in your job (0=no, 1=basic skills, 2=specialized skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Writing short documents.</td>
<td></td>
<td>1) German language skills, writing, spelling</td>
</tr>
<tr>
<td>2) Writing long documents with correct spelling and grammar.</td>
<td></td>
<td>How often does the following job characteristics appear in your job? (0=never, 1=sometimes, 2=often)</td>
</tr>
<tr>
<td>3) Making speeches or presentations.</td>
<td></td>
<td>2) Speechmaking, giving talks.</td>
</tr>
</tbody>
</table>

Eigenvalue: 1.51  
Cronbach’s α: 0.81

<table>
<thead>
<tr>
<th>Basic mathematical skills</th>
<th>How important is... (0=not at all important, 1=fairly important, 2=very important, 3=essential)</th>
<th>Do you require the following skills in your job (0=no, 0.5=basic skills, 1=specialized skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Adding, subtracting, multiplying or dividing numbers.</td>
<td></td>
<td>1) Mathematical, statistical skills</td>
</tr>
<tr>
<td>2) Calculations using decimals, percentages or fractions.</td>
<td></td>
<td>As there is only one variable the average score per occupation was taken.</td>
</tr>
</tbody>
</table>

Eigenvalue: 1.38  
Cronbach’s α: 0.87

<table>
<thead>
<tr>
<th>Complex mental processing</th>
<th>How important is... (0=not at all important, 1=fairly important, 2=very important, 3=essential)</th>
<th>How often appear the following tasks to you (0=never, 1=rarely, 2=sometimes, 3=frequently)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Working out the cause of problems or faults.</td>
<td></td>
<td>1) You are confronted with new problems that remain to be understood.</td>
</tr>
<tr>
<td>2) Thinking of solutions to problems.</td>
<td></td>
<td>2) Process optimization or trying out new things</td>
</tr>
<tr>
<td>3) Analysing complex problems in depth.</td>
<td></td>
<td>3) You are asked to do things you haven’t learned yet or aren’t proficient in.</td>
</tr>
<tr>
<td>4) Planning the activities of others.</td>
<td></td>
<td>4) There are diverse processes and job tasks which you have to keep an eye on simultaneously.</td>
</tr>
<tr>
<td>5) Thinking ahead.</td>
<td></td>
<td>How often does the following job characteristics appear in your job? (0=never, 1=sometimes, 2=often)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Having to react to and solving unforeseeable problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) Recognizing and closing own knowledge gaps.</td>
</tr>
</tbody>
</table>

Eigenvalue: 2.37  
Cronbach’s α: 0.81

Eigenvalue: 2.34  
Cronbach’s α: 0.77

---
**APPENDIX I: INDIVIDUAL LEVEL COVARIATES**

**APPENDIX II: INDIVIDUAL LEVEL COVARIATES OF THE MULTILEVEL REGRESSIONS FOR THE UK**

<table>
<thead>
<tr>
<th></th>
<th>Model 1</th>
<th></th>
<th>Model 2</th>
<th></th>
<th>Model 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$b$</td>
<td>$se$</td>
<td>$b$</td>
<td>$se$</td>
<td>$b$</td>
<td>$se$</td>
</tr>
<tr>
<td>Female</td>
<td>-0.775***</td>
<td>(0.028)</td>
<td>-0.773***</td>
<td>(0.028)</td>
<td>-0.775***</td>
<td>(0.028)</td>
</tr>
<tr>
<td>Married</td>
<td>0.059***</td>
<td>(0.005)</td>
<td>0.059***</td>
<td>(0.005)</td>
<td>0.059***</td>
<td>(0.005)</td>
</tr>
<tr>
<td>Children in home</td>
<td>0.023***</td>
<td>(0.005)</td>
<td>0.023***</td>
<td>(0.005)</td>
<td>0.023***</td>
<td>(0.005)</td>
</tr>
<tr>
<td>Ethnic minority</td>
<td>-0.039***</td>
<td>(0.007)</td>
<td>-0.039***</td>
<td>(0.007)</td>
<td>-0.039***</td>
<td>(0.007)</td>
</tr>
<tr>
<td>Country of residence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>England</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td>-0.014*</td>
<td>(0.007)</td>
<td>-0.014*</td>
<td>(0.007)</td>
<td>-0.013*</td>
<td>(0.007)</td>
</tr>
<tr>
<td>Wales</td>
<td>-0.067***</td>
<td>(0.009)</td>
<td>-0.066***</td>
<td>(0.009)</td>
<td>-0.066***</td>
<td>(0.009)</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>-0.044***</td>
<td>(0.012)</td>
<td>-0.044***</td>
<td>(0.012)</td>
<td>-0.044***</td>
<td>(0.012)</td>
</tr>
<tr>
<td>Highest level of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other qualifications</td>
<td>0.054*</td>
<td>(0.026)</td>
<td>0.053*</td>
<td>(0.026)</td>
<td>0.052*</td>
<td>(0.026)</td>
</tr>
<tr>
<td>NVQ level 2</td>
<td>-0.035</td>
<td>(0.025)</td>
<td>-0.036</td>
<td>(0.025)</td>
<td>-0.037</td>
<td>(0.025)</td>
</tr>
<tr>
<td>NVQ level 3</td>
<td>-0.021</td>
<td>(0.024)</td>
<td>-0.022</td>
<td>(0.024)</td>
<td>-0.024</td>
<td>(0.024)</td>
</tr>
<tr>
<td>NVQ level 4 and above</td>
<td>-0.012</td>
<td>(0.023)</td>
<td>-0.015</td>
<td>(0.023)</td>
<td>-0.018</td>
<td>(0.023)</td>
</tr>
<tr>
<td>Years of schooling</td>
<td>0.020***</td>
<td>(0.001)</td>
<td>0.020***</td>
<td>(0.001)</td>
<td>0.020***</td>
<td>(0.001)</td>
</tr>
<tr>
<td>Experience</td>
<td>0.017***</td>
<td>(0.002)</td>
<td>0.017***</td>
<td>(0.002)</td>
<td>0.017***</td>
<td>(0.002)</td>
</tr>
<tr>
<td>Experience squared</td>
<td>-0.000***</td>
<td>(0.000)</td>
<td>-0.000***</td>
<td>(0.000)</td>
<td>-0.000***</td>
<td>(0.000)</td>
</tr>
<tr>
<td>Normal hours in workweek</td>
<td>0.013***</td>
<td>(0.000)</td>
<td>0.013***</td>
<td>(0.000)</td>
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</tr>
<tr>
<td>Part time</td>
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<td>-0.517***</td>
<td>(0.010)</td>
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</tr>
<tr>
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<tr>
<td>Experience * No qualification</td>
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</tr>
<tr>
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<td>(0.002)</td>
<td>-0.000</td>
<td>(0.002)</td>
<td>-0.000</td>
<td>(0.002)</td>
</tr>
<tr>
<td>Experience * Below NVQ level 2</td>
<td>0.006**</td>
<td>(0.002)</td>
<td>0.006**</td>
<td>(0.002)</td>
<td>0.006**</td>
<td>(0.002)</td>
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<tr>
<td>Experience * NVQ level 2</td>
<td>0.006***</td>
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<td>0.006***</td>
<td>(0.002)</td>
<td>0.006***</td>
<td>(0.002)</td>
</tr>
<tr>
<td>Experience * Trade apprenticeships</td>
<td>0.004</td>
<td>(0.003)</td>
<td>0.004</td>
<td>(0.003)</td>
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<td>(0.003)</td>
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<tr>
<td>Experience * NVQ level 3</td>
<td>0.011***</td>
<td>(0.002)</td>
<td>0.011***</td>
<td>(0.002)</td>
<td>0.011***</td>
<td>(0.002)</td>
</tr>
<tr>
<td>Experience * NVQ level 4 and above</td>
<td>0.017***</td>
<td>(0.002)</td>
<td>0.017***</td>
<td>(0.002)</td>
<td>0.017***</td>
<td>(0.002)</td>
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### APPENDIX II CONTINUED

<table>
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<tr>
<th>Experience sq. * Highest level education</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
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<tbody>
<tr>
<td>Experience sq. * No qualification</td>
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<td>ref</td>
<td>ref</td>
</tr>
<tr>
<td>Experience sq. * Other qualification</td>
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<td>0.000</td>
</tr>
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<td>Experience sq. * Below NVQ level 2</td>
<td>-0.000**</td>
<td>-0.000**</td>
<td>-0.000**</td>
</tr>
<tr>
<td>Experience sq. * NVQ level 2</td>
<td>-0.000**</td>
<td>-0.000**</td>
<td>-0.000**</td>
</tr>
<tr>
<td>Experience sq. * Trade apprenticeships</td>
<td>-0.000</td>
<td>-0.000</td>
<td>-0.000</td>
</tr>
<tr>
<td>Experience sq. * NVQ level 3</td>
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<td>-0.000***</td>
<td>-0.000***</td>
</tr>
<tr>
<td>Experience sq. * NVQ level 4 and above</td>
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<td>-0.000***</td>
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<table>
<thead>
<tr>
<th>Female * Country of residence</th>
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<tbody>
<tr>
<td>Female * England</td>
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<tr>
<td>Female * Scotland</td>
<td>0.024**</td>
<td>0.024**</td>
<td>0.024**</td>
</tr>
<tr>
<td>Female * Wales</td>
<td>0.051***</td>
<td>0.050***</td>
<td>0.050***</td>
</tr>
<tr>
<td>Female * Northern Ireland</td>
<td>0.052**</td>
<td>0.052**</td>
<td>0.052**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Female * Highest level education</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female * No qualification</td>
<td>ref</td>
<td>ref</td>
<td>ref</td>
</tr>
<tr>
<td>Female * Other qualification</td>
<td>-0.010</td>
<td>-0.010</td>
<td>-0.010</td>
</tr>
<tr>
<td>Female * Below NVQ level 2</td>
<td>-0.002</td>
<td>-0.002</td>
<td>-0.002</td>
</tr>
<tr>
<td>Female * NVQ level 2</td>
<td>-0.002</td>
<td>-0.002</td>
<td>-0.001</td>
</tr>
<tr>
<td>Female * Trade apprenticeships</td>
<td>-0.048**</td>
<td>-0.048**</td>
<td>-0.048**</td>
</tr>
<tr>
<td>Female * NVQ level 3</td>
<td>-0.014</td>
<td>-0.015</td>
<td>-0.014</td>
</tr>
<tr>
<td>Female * NVQ level 4 and above</td>
<td>0.006</td>
<td>0.005</td>
<td>0.007</td>
</tr>
</tbody>
</table>

| Female * Married                        | -0.059***| -0.059***| -0.059***|
| Female * Children in home               | -0.041***| -0.041***| -0.042***|
| Female * Ethnic minority                | 0.032*** | 0.033*** | 0.033*** |
| Female * Years of education             | -0.001   | -0.001   | -0.001   |
| Female * Normal hours in workweek       | 0.021*** | 0.021*** | 0.021*** |
| Female * Part time                      | 0.482*** | 0.481*** | 0.480*** |
| Female * Experience                     | -0.007***| -0.007***| -0.007***|
| Female * Experience sq.                | 0.000*** | 0.000*** | 0.000*** |

NOTE. – Standard errors in brackets. The shown estimates are the individual covariates belonging to Table 5.5.

* p<0.05, ** p<0.01, *** p<0.001
### Appendix I2: Individual Level Covariates of the Multilevel Regressions for Germany

<table>
<thead>
<tr>
<th></th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( b )</td>
<td>( \text{se} )</td>
<td>( b )</td>
</tr>
<tr>
<td>Female</td>
<td>-0.517*** (0.019)</td>
<td>-0.518*** (0.019)</td>
<td>-0.519*** (0.019)</td>
</tr>
<tr>
<td>Married</td>
<td>0.156*** (0.004)</td>
<td>0.156*** (0.004)</td>
<td>0.156*** (0.004)</td>
</tr>
<tr>
<td>Children in home</td>
<td>0.059*** (0.003)</td>
<td>0.059*** (0.003)</td>
<td>0.059*** (0.003)</td>
</tr>
<tr>
<td>Ethnic minority</td>
<td>-0.083*** (0.010)</td>
<td>-0.082*** (0.010)</td>
<td>-0.083*** (0.010)</td>
</tr>
<tr>
<td>Former East Germany</td>
<td>-0.310*** (0.004)</td>
<td>-0.310*** (0.004)</td>
<td>-0.310*** (0.004)</td>
</tr>
<tr>
<td>Highest level of education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASMIN 1abc</td>
<td>ref.</td>
<td>ref.</td>
<td>ref.</td>
</tr>
<tr>
<td>CASMIN 2ab</td>
<td>0.025** (0.010)</td>
<td>0.025** (0.010)</td>
<td>0.025** (0.010)</td>
</tr>
<tr>
<td>CASMIN 2c</td>
<td>0.029* (0.012)</td>
<td>0.028* (0.012)</td>
<td>0.027* (0.012)</td>
</tr>
<tr>
<td>CASMIN 3a</td>
<td>0.141*** (0.014)</td>
<td>0.136*** (0.014)</td>
<td>0.136*** (0.014)</td>
</tr>
<tr>
<td>CASMIN 3b</td>
<td>0.105*** (0.012)</td>
<td>0.099*** (0.012)</td>
<td>0.099*** (0.012)</td>
</tr>
<tr>
<td>Years of schooling</td>
<td>0.008*** (0.000)</td>
<td>0.008*** (0.000)</td>
<td>0.008*** (0.000)</td>
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<tr>
<td>Experience</td>
<td>0.019*** (0.001)</td>
<td>0.019*** (0.001)</td>
<td>0.019*** (0.001)</td>
</tr>
<tr>
<td>Experience squared</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
</tr>
<tr>
<td>Normal hours in workweek</td>
<td>0.010*** (0.000)</td>
<td>0.010*** (0.000)</td>
<td>0.010*** (0.000)</td>
</tr>
<tr>
<td>Part time</td>
<td>-0.267*** (0.009)</td>
<td>-0.268*** (0.009)</td>
<td>-0.269*** (0.009)</td>
</tr>
<tr>
<td>Experience * Highest level education</td>
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</tr>
<tr>
<td>Experience * CASMIN 1abc</td>
<td>ref.</td>
<td>ref.</td>
<td>ref.</td>
</tr>
<tr>
<td>Experience * CASMIN 2ab</td>
<td>0.002* (0.001)</td>
<td>0.002* (0.001)</td>
<td>0.002* (0.001)</td>
</tr>
<tr>
<td>Experience * CASMIN 2c</td>
<td>0.007*** (0.001)</td>
<td>0.007*** (0.001)</td>
<td>0.007*** (0.001)</td>
</tr>
<tr>
<td>Experience * CASMIN 3a</td>
<td>0.006*** (0.002)</td>
<td>0.006*** (0.002)</td>
<td>0.006*** (0.002)</td>
</tr>
<tr>
<td>Experience * CASMIN 3b</td>
<td>0.017*** (0.001)</td>
<td>0.018*** (0.001)</td>
<td>0.018*** (0.001)</td>
</tr>
<tr>
<td>Experience sq. * Highest level education</td>
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<tr>
<td>Experience sq. * CASMIN 1abc</td>
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<td>ref.</td>
<td>ref.</td>
</tr>
<tr>
<td>Experience sq. * CASMIN 2ab</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
</tr>
<tr>
<td>Experience sq. * CASMIN 2c</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
</tr>
<tr>
<td>Experience sq. * CASMIN 3a</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
</tr>
<tr>
<td>Experience sq. * CASMIN 3b</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
<td>-0.000*** (0.000)</td>
</tr>
<tr>
<td>Female * Highest level education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female * CASMIN 1abc</td>
<td>ref.</td>
<td>ref.</td>
<td>ref.</td>
</tr>
<tr>
<td>Female * CASMIN 2ab</td>
<td>0.015* (0.006)</td>
<td>0.015* (0.006)</td>
<td>0.015* (0.006)</td>
</tr>
<tr>
<td>Female * CASMIN 2c</td>
<td>0.023** (0.009)</td>
<td>0.024** (0.009)</td>
<td>0.024** (0.009)</td>
</tr>
<tr>
<td>Female * CASMIN 3a</td>
<td>-0.006 (0.011)</td>
<td>-0.005 (0.011)</td>
<td>-0.005 (0.011)</td>
</tr>
<tr>
<td>Female * CASMIN 3b</td>
<td>0.003 (0.009)</td>
<td>0.004 (0.009)</td>
<td>0.004 (0.009)</td>
</tr>
<tr>
<td>Female * Married</td>
<td>-0.300*** (0.005)</td>
<td>-0.300*** (0.005)</td>
<td>-0.300*** (0.005)</td>
</tr>
<tr>
<td>Female * Children in home</td>
<td>-0.075*** (0.005)</td>
<td>-0.075*** (0.005)</td>
<td>-0.075*** (0.005)</td>
</tr>
<tr>
<td>Female * Ethnic minority</td>
<td>0.058* (0.016)</td>
<td>0.058*** (0.016)</td>
<td>0.059*** (0.016)</td>
</tr>
<tr>
<td>Female * Former East Germany</td>
<td>0.168*** (0.006)</td>
<td>0.168*** (0.006)</td>
<td>0.168*** (0.006)</td>
</tr>
<tr>
<td>Female * Years of education</td>
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<td>0.002* (0.001)</td>
<td>0.002* (0.001)</td>
</tr>
<tr>
<td>Female * Normal hours in workweek</td>
<td>0.010*** (0.000)</td>
<td>0.010*** (0.000)</td>
<td>0.010*** (0.000)</td>
</tr>
<tr>
<td>Female * Part time</td>
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<td>0.193*** (0.011)</td>
<td>0.194*** (0.011)</td>
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<tr>
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<td>-0.001 (0.001)</td>
<td>-0.001 (0.001)</td>
</tr>
<tr>
<td>Female * Experience sq.</td>
<td>0.000 (0.000)</td>
<td>0.000 (0.000)</td>
<td>0.000 (0.000)</td>
</tr>
</tbody>
</table>

NOTE. – Standard errors in brackets. The shown estimates are the individual covariates belonging to Table 5.6.
* p<0.05, ** p<0.01, *** p<0.001